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ABSTRACT

Physical education teachers should determine the affective responses of students to their physical education experiences, and should use the results of such determination to integrate learning activities in the cognitive, affective and motor domains. Assessment of the affective aspects of a physical education curriculum helps teachers to plan learning activities that are more relevant to students' needs and interests. Student motivation, self-esteem, and sensitivity to others are also improved as a result of affective education. Ways to assess students' affective responses include having students write creatively about physical activities or sports, having them paint or draw, or encouraging discussion with the teacher or other students. Self-concept scales may be used to assess and compare children's feelings about their physical education class activities. These scales also enhance student teacher interaction and are helpful in designing curriculum. (JD)

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HOW DO YOU MEASURE A RAINBOW?
ASSESSMENT OF THE AFFECTIVE

JUDITH B. CARLSON

Are you aroused by the colors and arc of a rainbow? Does it thrill you to note its radiant contrast to a cloudy day, offering new light and joy? Can you celebrate life anew? Just how do you measure such a value, an attitude or appreciation?

Similarly, how do you assess feelings and emotions as physical educators? Today there seems to be a generally widespread commitment to affective learning....consequently we must concern ourselves with "affective assessment in physical education". Differing philosophies do guide our teaching, and while some are cautious regarding any evaluation of the affective domain there is supportive rationale.

Purposes - Affective Assessment:

Program evaluation and planning can be enhanced. Knowing how students feel about learning experiences can assist teachers in curricular revision, making the program more relevant to needs and interests.

Closely allied is teacher evaluation. The teacher who allows students to know he/she cares about how they feel relative to all that they do fosters a sense of personal worth and dignity. Both program and teacher evaluations are ways students can vent their feelings constructively.

Affective assessment is also useful for motivation, itself an affective concept. Together students and teachers can cooperatively plan for individual and group goals as well as share decision-making.

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The development and nurturance of self worth is yet another important aspect. Self-evaluation and self improvement are positive results of affective measurement...helping children to know themselves in terms of body image, social behavior, and skill development. Identification of children who need careful guidance is also possible.

There are additional uses for assessing the affective which can well be employed in athletics in addition to physical education. Some involve team player selection, attitudes toward competitiveness, and leadership. The fact is, we in physical education state fantastic claims regarding affective outcomes of our program, i.e., sportsmanship, teamwork, cooperation, self-concept, body image, and self-confidence. Consequently we are responsible for and must be committed to use affective assessment in the evaluation of affective objectives.

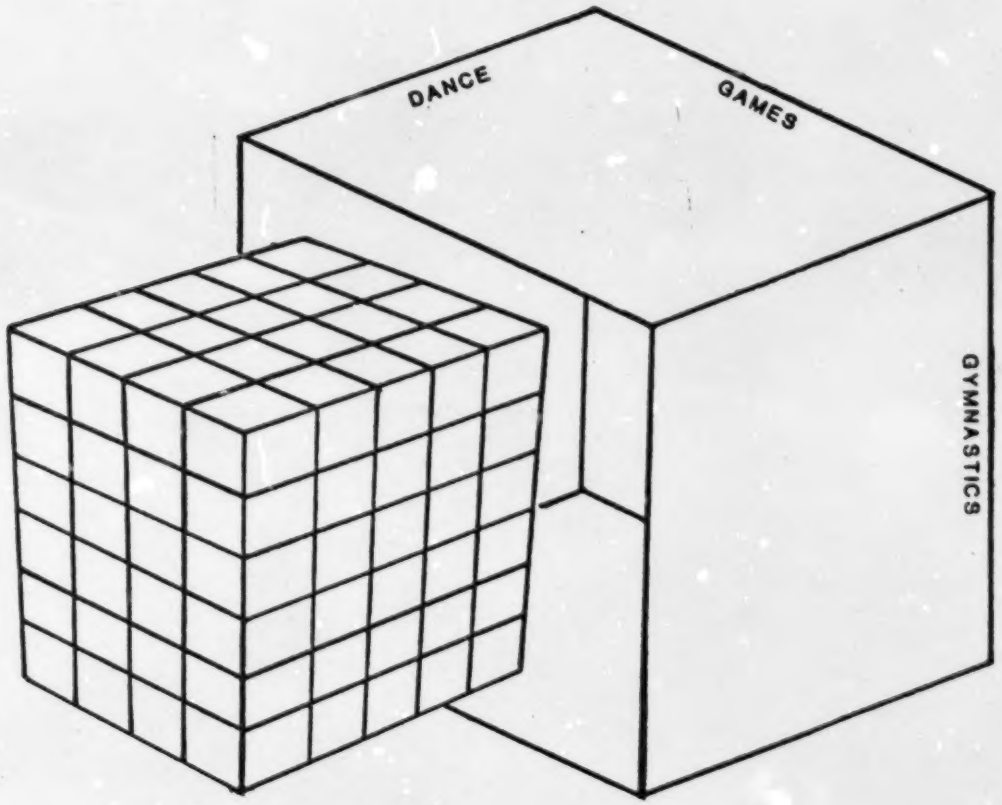
Essentialness of Affective Assessment

Physical educators are understanding the essentialness of intergrating doing (moving), thinking, and feeling in the educational process. In addition to acknowledging the holistic nature of growth and development, the uniqueness and individuality of each learner are recognized. Thus, a natural and continuous integration of physical education with education as a whole is advocated.

Assuming, then, that most physical educators realize that one of the unique characteristics of movement is the way in which it unites the cognitive, affective and motor domains (see Figure 1), what are the implications of such a holistic goal? Perhaps a better question is "just what is the affective feeling in physical education?"

PHYSICAL EDUCATION: TRI-DIMENSIONAL

AN INTEGRATED MODEL



AFFECTIVE DOMAIN

- Receiving
- Responding
- Valuing
- Organization
- Characterization

COGNITIVE DOMAIN

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

MOTOR DOMAIN

- Body
- Effort
- Space
- Relationships

FIGURE 1

It may be so powerful that it elicits a response bursting for expression or it may be subtle and difficult to describe. It may be elusive or it may be experienced as a fully organized emotional state. However it is experienced, it reflects some degree of personal involvement and meaning. The learner must ultimately do his/her own learning and find personal meaning in what is learned. This includes learning to coordinate one's own movement in skillful ways as well as moving in order to understand oneself.

Clearly, the development of affective experiences in physical education is important. Affective concerns and cognitive development cannot be separated and each is an integral part of the movement experience. Realize that affective responses to learning experiences are the very pulse which influences future behavior! Can the importance of the affective domain in physical education be denied?

The question, then, isn't really whether or not physical educators should or shouldn't assess affective learning...but more importantly, <u>how</u> do we take responsibility for affective learning? This involves keen awareness - learning to carefully observe, to see, hear, and feel the affective learning consequences of the day-to-day experiences in physical education. It also involves action - developing and using strategies (instructural and interactional) to maximize positive affective learning for each student.

<u>Creating a Climate - Nourishing Affective Development</u>

Learning how to learn is best achieved when the learning climate is designed to encourage trust and self-respect as well as to promote self-expression and discovery. It seems plausible to

create a learning climate which encourages and obtains affective responses to movement. These responses realistically must include the full scope of emotions.....happiness, pride, excitement as well as anger, fear, and sadness.

Important to ascertaining these responses is establishing a sensitivity to individual thoughts and feelings, revealing a sense of patience and trust, and taking time to listen to each child as an observer, guide, partner, and friend. This means interacting closely, expanding thinking, feeding ideas, and asking questions. In return for a smile, a touch, a chuckle, honest praise, verbal recognition, and reinforcement, children will recognize that someone was willing to listen and understand; they will inform and enlighten, giving personal meaning to the physical education experience.

The learning climate, in addition to stimulating affective responses, must provide opportunities for self-expression and problem solving and allow time for trial and error. Students need to learn to work independently, imaginatively, and creatively. Such a climate is necessarily process-oriented...an atmosphere in which students learn through active involvement, while developing critical thinking and becoming increasingly independent, as well as determining and expressing feelings about what has been experienced. This is a learning climate that focuses on educating the whole child, a commitment that physical education can naturally make.

Designs for Affective Assessment

Various methods of inquiry can be used to assess affective outcomes in physical education, depending primarily on time available and goals of assessment. Three distinct types of projective techniques have been used to determine one's self-report, the means for obtaining an internal frame of reference of the self. These include 1) written: sentence and story completion, creative writing, poetry, and diaries; 2) artistic expression: drawing and painting, montages, murals, bulletin boards; and 3) discussion: videotaping and playback, small group, total class, and individual interview. Both verbal and nonverbal techniques are useful to determine affective responses of students in games, gymnastics and dance experiences.

Affective assessment tools which quantify data are also available. While these measuring devices are generally inadequate in their reliability, improvements are being made. It is important to emphasize the possibility of using teacher-made assessment instruments, particularly when they are developed with a direct relationship to the learning objectives.

Prototypes for Assessing the Affective

Whether the teaching approach is the traditional skills teaching or a movement approach focusing on guided discovery and individualization, affective development can be assessed. The following are merely a few examples depicting each projective technique. The age/grade level and instructional content will determine the scope of affective inquiry more accurately, depending on every teacher's unique situation.

Written. DESCRIBE HOW YOU FEEL ABOUT RUNNING. (Receiving) DO YOU RUN FREELY WITHOUT ANY PARTICULAR DIRECTION, JUST RUN? (Responding) WHEN YOU ARE RUNNING IN CLASS DO YOU WANT TO RUN WELL? WHY OR WHY NOT? (Organization) WHY WOULD YOU WANT TO RUN AT ANY TIME? (Characterization) WHEN NOT IN PHYSICAL EDUCATION CLASS WILL YOU RUN A LOT? WHEN? WHY?

SHARE YOUR FEELINGS ABOUT THE FOLLOWING:

Are you an important member of your "Gym" class? Why?

Would you rather work alone or with a group? Why?

Look in the mirror at your whole self. What do you see that you like? Is there anything that you don't like? Describe how you'd like to look.

Among all the activities and experiences in "gym", describe those you like most and tell why.

COMPLETE THE FOLLOWING SENTENCES:

I am happy and excited when.....

When we pick teams for games I feel ....

I feel like a winner when.....

Moving to music makes me feel.....

It takes courage to.....

I am embarrassed when.....

Hanging upside down makes me feel.....

I feel proud when.....

Sometimes I don't like to go to "gym" because....

When I don't understand what's expected of me....

Being timed with a stopwatch makes me feel.....

I like my body because.....

Artistic Expression. This avenue of affective response can be well-developed during class as an integrated experience occasionaly, or can be successfully done in the classroom as a follow-up experience. It can also effectively be combined with small group discussions pertinent to some class experience.

Draw a picture of yourself balancing on certain body parts.

Show "my fears in gym" in your drawing.

Design a poster or bumper sticker with some message to share about "gym" class.

Draw a picture (create a mural) of your favorite experiences. Entitle it "Me in Gym".

Discussion: There are innumerable topics pertinent for small groups or full class discussion. These could include culminating experiences, issues affecting everyone or personal concerns of students or teachers. Tape recording the discussion and individual interviews is highly recommended and can be done with considerable ease. Examples are as follows:

Let's talk about sharing. What are some reasons for sharing and not sharing?

How do you feel when someone calls you a name? Why do people do it? Do you ever do it? Why?

Is there anything you are afraid of in class? What do you want to do when you feel afraid? What helps you to get over it?

Let's discuss the difference between advice and rules. Why do we have rules, anyway?

Let's look at the video tape of our lesson. What were you doing? Feeling? Reactions?

Are boys or girls better in dance? Why do you think so? Is there a difference?

Let's talk about our musical preferences. (listen to all types). Describe your feelings and movement possibilities. What are your feelings about grades in "gym"?

Three self-concept scales have been developed by the author for use with second and third grade children in the areas of games, dance, and gymnastics. They have been fashioned on the bipolar statement pattern used by Gordon in his Self-Concept Scale. These scales have been administered to over a hundred children in diverse school settings. The physical educators rated each child's self concept, which was then correlated with the children's score on

each scale. This exploratory work shows promise even if only a means of raising the awareness levels of the children in the content of the three different forms of movement.

The scales could be useful 1) to compare the feelings of the children before and after a unit; 2) to determine self feelings within each of the areas; 3) to help identify students with affective needs; 4) to enhance student-teacher interaction, and 5) to consider implications for curricular revision. The scale "Me in Games" is included (see Figure 2) for consideration. The directions for administering and scoring as well as additional scales, "Me in Dance" and "Me in Gymnastics" may be obtained directly from the author.*

The aforementioned examples are shared merely in an attempt to illustrate possibilities useful in affective assessment. They should clearly reflect an interrelationship with the movement content.

So What?!

Countless teachers are not planning for the development of the affective domain in their physical education program objectives. In their complacency they are often unaware of the effect this has on students. Do you care? Are you interested? Will you take time to make affective inquiries?

Reluctantly offered, the following "real" examples undeniably typify the less positive influence of affective learning. They reflect a strong lack of regard for the development of affective behaviors in physical education, also a serious lack of commitment to creating a climate which fosters the development of self worth for every individual.

NAME_____ GRADE_____ AGE_____ SCHOOL_____

ME IN GAMES

1.	Kicking a long distance makes me feel good.	1	2	3	Kicking a ball a long distance doesn't make me feel good.
2.	It doesn't feel good because I sometimes have trouble moving and controlling a ball.	1	2	3	It feels good to move through space while controlling a ball.
3.	I enjoy my body in a backward direction.	1	2	3	I do not enjoy moving backwards.
4.	In games I'd rather play instead of watch others.	1	2	3	In games I'd rather watch others than play.
5.	I am usually the last to be chosen for games.	1	2	3	I am usually one of the first to be chosen for games.
6.	I am not a good leader in games.	1	2	3	I am a good leader in games.
7.	I like to run for a very long distance.	1	2	3	I do not like to run a very long distance.
8.	I feel good when I run very fast.	1	2	3	I don't feel good when I run very fast.
9.	I don't like to race someone else.	1	2	3	I enjoy racing someone else.
10.	I have trouble leaping over hurdles.	1	2	3	I feel successful at leaping over hurdles.
11.	In games I like to play hard and use a lot of energy.	1	2	3	In games I do not like to play hard and use a lot of energy.
12.	I feel good about picking teams for games.	1	2	3	I do not feel good about picking teams for games.

13.	I do not feel like a winner in games.	1	2	3	I feel like a winner in games.
14.	I don't feel happy playing on a team.	1	2	3	Playing on a team makes me feel happy.
15.	Throwing and catching is fun in games.	1	2	3	Throwing and catching is not fun in games.
16.	I do not like to dodge other plays or objects in games.	1	2	3	I like to dodge other players & objects in games.

FIGURE 2

"If you can't punt the ball more than 20 yards, you are really pitiful."

The teacher yells at students, puts them down, calls them names and compares them to each other.

Lots of confusion today. The children complained about the game exeprience but also about people cheating, getting hurt, etc. The rules were continually being broken but there was no one to help the students or enforce the rules.

Rules for soccer were explained. One girl didn't understand so she asked a question. The teacher refused to answer "he'd explained it once and she must not have been listening".

The children picked teams without any guidance. The last few chosen always seem to suffer more than people realize. It's devastating. There must be a better way.

Throughout my school years, I was never free to explore. My teachers told me how to do everything. In junior high in our regular physical education program, we dressed out every day. We were given hand-outs on every sport and tested on them. We were expected, consequently, to be able to play. Sure I knew the length of the soccer field and each player's position, but I couldn't have gone out on that field and participated successfully for anything. No wonder I was never interested. I never enjoyed it.

As a young child I was tall, thin and lanky. I often failed to kick the ball a certain way, bat the ball in a certain direction, or run at a certain speed. As a result of my seemingly inadequate skills, I never acquired a sense of self-confidence or personal accomplishment in physical education.

Summary

Are you motivated to address the issue of assessing affective outcomes in your teaching? This warrants a commitment to affective assessment not as an "add-on" to the already existing educational smorgasbord of offerings, but as an integral part of the total physical education program. Working with students and caring about them means helping them discover their own competencies; this requires a deliberate plan for attitude development and it requires a human touch.

Various direct, open-ended inquiries can and are being used to gather affective responses from students. These self-report techniques

may include written, artistic expression, and discussion. Efforts are being made to develop specific tools to quantitatively assess the affective.

Inquiry into the human personality of our students is necessary. By acknowledging their experiences and feelings we tell them that they do know something. Isn't experiencing human behavior actually what education is all about? Through our increased awareness we find meaning from the discoveries students have made and then we can better encourage them to learn for the purpose of fulfilling their potential.

If you are a caring teacher you have or will make this commitment to affective assessment. It means being a believer... believing that you make a difference in the lives of students.... believing every student can be successful, and that each is a unique individual with needs, worth and dignity. This, in part, is HOW YOU MEASURE A RAINBOW!

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*Scales and information may be obtained from Dr. Judy B. Carlson, Elementary Coordinator, Department of HPER, Appalachian State University, Boone, N.C. 28608. (704 262-3141).

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